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ABSTRACT

This booklet lists suggested roles and relationships based on an involvement model concerned with process as well as product. Suggested activities are based on the rationale that youth, like teachers, need a sense of genuine participation in the educational enterprise if their growing disinterest and disengagement is to be reversed. The introductory section notes the need for criteria for evaluating youth experiences in school. The major portion of the document is a checklist with brief description of approximately 40 existing and innovative student roles in schools. Main categories are (1) job experience for individuals or small groups, e.g., clerical aides, tutors, service apprentices; (2) school and community activities designed to provide needed learning and talent-exploring experiences and opportunities, e.g., student cooperative paperback and supply store, student advisory committee, science fair and art exhibits; (3) curriculum-oriented roles and relationships, e.g., elective courses or sessions developed and taught by student teams, self-directed study programs, paired learning, simulation techniques and games. Included are brief descriptions of 25 learning games produced by six different designers (Interact, Academic Games Associates, Abt Associates Inc., Science Research Associates, High School Geography Project, and Project Simile). (JS)

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NEW ROLES and RELATIONSHIPS

for students
in school
and community settings

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INTRODUCTION

The stresses in our schools are pervasive and dramatic. Often educational programs increase the frustration and alienation of young people, not only from schools, but from society at large.

This brief overview of roles and relationships for youth in school and in the community is, of course, only suggestive. Its rationale: youth, like teachers, need a sense of genuine participation in the educational enterprise if their growing disinterest and disengagement is to be reversed. All schools, and especially secondary schools, need to refashion and restructure themselves to the point that their educational program is more relevant, challenging, and satisfying to all youth. *The process used to develop the programs warrants as much concern and attention as the program itself.*

The involvement model suggested here is concerned with *process as well as product.* It derives from sociological and psychological generalizations reflected in the assumptions, objectives, and criteria. To the extent these generalizations are valid, the model deserves serious consideration by all who share responsibility for educational programs. Not all of the specifics are new—many are old and familiar. Nor should there be complete agreement on which are best and most appropriate in particular settings. Rather, we need to initiate the discussion—to join it.

EXISTING, EMERGING, AND INNOVATIVE ROLES AND RELATIONSHIPS FOR STUDENTS IN SCHOOL AND COMMUNITY SETTINGS

How can schools become more effective intervening agencies in the lives of students? How can schools be transformed into laboratories for learning the knowledge, skills, and competencies needed for achievement in a complex society?

Secondary students need a wide variety of opportunities in schools to:

> function as participants with adults in dealing with real problems in school and community settings;
>
> provide human services to others;
>
> express interests, feelings, impulses, and talents in nondestructive, socially-accepted ways.

Can we build opportunity structures in schools to help youth:

> enhance their perceptions of themselves and each other; intervene in the negative perceptions which adults who work with them have often formed;
>
> find new careers, new functions, and new institutionalized roles for them to try out which will help gain additional social and human competencies, broaden their life experiences and increase their confidence in themselves?

ASSUMPTION:

An effective educational process requires the active cooperation, participation, and involvement of students.

OBJECTIVE:

Identification and experimentation with new roles, functions, relationships, and opportunity structures for youth in both school and community settings which will

ASSUMPTION:	OBJECTIVE:
	bind all youth into legitimate, socially-acceptable, yet alternative pathways, through the teenage years.
Social behavior is learned through interaction with others in appropriate social settings.	Provide opportunities in schools for youths to learn to function appropriately in realistic, relevant problem-encounters that compare with, duplicate, or simulate social experiences they will have as adult citizens.

NEEDED: CRITERIA FOR EVALUATING YOUTH EXPERIENCES IN SCHOOL

What criteria should be used to make decisions about whether a given set of experiences students have in school meet these objectives? Criteria might include:

Student perceptions that the activity or experience is relevant and meaningful in the here-and-now.

Opportunities to bring up real problems, examine and define them, discuss ways of dealing with them, predict expected consequences of any given tactic, establish priorities among alternatives, and begin implementation of the chosen tactic.

Participation is widely representative of the population eligible to participate. For example:

If an athletic group, all those with acceptable skills are eligible to participate.

If a classroom activity, all in the classroom are eligible to participate.
If an honor society, all those with defined grade achievement have an equal opportunity to be chosen.

Any one school may have a variety of activities and situations reflecting a range of eligibility and selection procedures, as long as all students have choices of ways and opportunities to express their talents, interests, and feelings.

Students have a voice in planning, deciding upon, implementing and evaluating experiences in which they participate.

Youth have opportunities to work with other youth and adults in a variety of situations, in a variety of relationships.

Leadership is shared. Youth share with teachers and other adults the responsibility for guiding and leading activities to the reasonable maximum of their potential.

Youth are encouraged to originate plans and ideas for enhancing their role and participation in school and community activities.

A CHECKLIST OF EXISTING AND INNOVATIVE STUDENT ROLES IN SCHOOLS

The reward system connected to new functions or positions for youth in schools may reflect the socio-economic status of the students, past practices in the school, and community norms. However, we can probably distinguish three types of reward systems: personal reward of volunteering; activity credit reward; and pay or fee arrangement. Any one school may have all three, or combinations of the three types of reward systems operating, depending on how the activity is structured in that school.

JOB EXPERIENCE FOR INDIVIDUALS OR SMALL GROUPS

Clerical aides for teachers.

Office aids in administrative, counseling, library, and department offices.

High School students used as clerical and classroom aides in feeder schools.

"Apprentices" or helpers to custodial, cafeteria, maintenance, and grounds personnel.

Nursery school or day care center aides.

Classroom aides and academic assistants.

Tutor other students having difficulty with content or skills
Teaching small groups under supervision of teacher
Assistant teachers—high school graduates—work part time and take college courses leading to teaching degree.

Service roles in building maintenance, food service, audio-visual, or safety functions.

SCHOOL AND COMMUNITY ACTIVITIES DESIGNED TO PROVIDE NEW LEARNING AND TALENT-EXPLORING EXPERIENCES AND OPPORTUNITIES FOR YOUTH

Student Counseling Teams. Team of 3 or 4 students trained and supervised by a resource counselor to work with 1 or 2 students having trouble on a continuing basis. The number of teams can be pyramided as student counselors gain experience and confidence.

Student Evaluation Aides. Student group trained to help in the administration of standardized tests and class tests. Plan and conduct an after-school class for other students on study and test-taking skills.

Student Advice Center. Under guidance of counseling and/or social work personnel, students operate a center to give other students help on personal problems, class problems, getting information on community help agencies, and getting information on further educational or vocational plans.

Youth Consultants. Students having difficulty academically or behaviorally in school put on work-study program. Work portion consists of sending them as youth consultants to community agencies, school attendance centers, mental health agencies, employment services, day care centers, public welfare institutions, recreation programs.

Study Center. Open after school and evenings to provide study facilities for youth. Policies determined by youth executive committee. Adult community person provided to help the executive committee administer the center. Attempt made to find tutors for students on request.

Student Cooperative Paperback and Supply Store. With resource help from cooperating organizations, student group operates a non-profit store selling school supplies and paperbacks.

School Activity Program. Wide variety of programs, clubs, and other activities available during school hours. Designed and operated by joint committee of teachers and students.

Student Lounge. Area set aside in school with comfortable chairs, and game tables which students can use. Conference rooms attached for activity meetings. Operated by student-teacher executive group under rules devised by students and the executive group.

Student-Faculty Advisory Council. Elected representatives of students and faculty charged with responsibility of taking up problems brought to them by students with school administration, initiating study of other school-wide problems and making recommendations to administration.

Recreation Centers. Joint executive committee of adults and teenagers in the community operate recreation centers available to youngsters of various ages at different times of the day and evening. Can also develop and operate play-lots for younger children and short-term baby sitting service.

Youth Involvement in Community Centers. Where community centers exist or are established, youth need opportunities to hold offices, work on committees with adults, participate in decision-making on activities and programs.

Science Fair and Art Exhibits. Youth-organized and sponsored activities such as science fair and art exhibits. Adults in community and school available for help or as resource persons.

Student Governing Organization. Made up of representatives of various grades elected by students and advisory representatives from various student groups. Has coordinating and supervisory responsibility over student activities, probably budgetary functions, and charters new student activities. Encouraged to work through committee system. Representative of all students as nearly as possible.

Youth Representatives at Faculty Meetings. Classroom representatives and/or student council officers or their representatives encouraged to attend faculty meetings and given specific roles where appropriate.

Youth Advisor to Board of Education. Student Council President or a student elected by other students attends Board of Education meetings as youth advisor.

Cross-Age Tutoring. Older students volunteer to tutor younger ones, usually in a feeder school, on a regular basis. Troublemaking students and underachievers in their own schools can not only help recipient youngsters significantly improve their academic skills, but make gains themselves.

Student Advisory Committee. Committee of representative students who meet regularly with principal to bring up problems they perceive in school operation. A channel which exists apart from student council.

Organized Groups to Help Outside of School. Aids who do volunteer work in rest homes, mental hospitals, day care centers, and rehabilitation facilities.

Test Administration. Students administer questionnaires and other data-gathering instruments to students in school. Student administrators can be broadly representative of all youth in school, including dropout-prone.

School-Community Advisory Panel. Parents and students react to school practices and conditions. Selected by peers, panel should recommend changes and be assured hearings.

Learning About Education. Students develop and teach units of learning about education to stimulate understanding about education and learn school-system operation. Another facet could include in-depth coverage of local educational developments through public information media.

Learning About the Law. Units of study about legal and law enforcement systems could be created and taught by youth to develop understanding of sources of delinquency and crime and to develop understanding of rationale and operation of legal system.

CURRICULUM-ORIENTED ROLES AND RELATIONSHIPS FOR YOUTH

It is often stated that curriculum is developed by curriculum committees, consultants, department heads, and teachers, but the "real curriculum" is, in effect, a joint creation of the teacher and students in the classroom. In many such instances the students students participate only negatively. Can this enormous energy be channeled to provide for joint planning and execution of realistic, participate only negatively. Can schools provide for joint planning and execution of realistic, relevant, successful, and useful learning experiences?

IN SCHOOL AND DEPARTMENTS

Youth Advisors to School Departments. Advisory committee of students which meets regularly with department head and which attends department meetings.

Self-Directed Study Programs. Open to all students, without academic credit. Student free to leave a class to work on his program at any time, as long as the teacher involved has not announced an examination in advance.

Elective Courses or Sessions Developed and Taught by Team of Students. Possibly after school. Team of students prepare the material and direct the course, work under direction of resource teacher and are free to use consultants from community agencies, social agencies, city government, and universities. Parents might also be involved in joint planning and preparation. In an inner-city high school, such courses might include consumer credit buying, requirements for urban employment, housing code enforcement, legal rights for juveniles and adults, homemaking problems, and care of young children. All of these subjects

QUALITATIVE DIMENSIONS OF STUDENT PARTICIPATION IN CLASSROOM AND SCHOOL ACTIVITIES

SUGGESTION: Build a profile for your student Council!! For your school!! For your classroom activity!!

1. ELIGIBILITY TO PARTICIPATE IN ACTIVITY:

Acceptable grades required				All individuals eligible if they meet realistic criteria logically related to the goals of the organization

2. WHO?

Only the "responsible, respectable" students				A range of students representative of actual socio-economic status, ethnic, racial, sex, age and interest groups

3. SELECTION PROCEDURES:

Appointed by one individual adult	Appointed by committee of adults	Appointed by committee of students	Appointed by committee of students and adults	Elected by peers, open nominations, self-selected

Testing

4. INVOLVEMENT IN PROBLEM IDENTIFICATION:

Problems traditionally identified for that activity	Problems suggested & approved by adult authority group	Problems suggested or approved by advisor or teacher	Problems suggested and approved by youth concerned, using adult professionals as resources	Problems also initiated by other students

5. INVOLVEMENT IN DECISION-MAKING ON PLANNING, IMPLEMENTATION, AND EVALUATION OF ACTIVITIES:

Never	Seldom	Occasionally, Often	Frequently	Regularly, Institutionalized

6. QUALITY OF INVOLVEMENT:

No involvement	Consultative, advisory only	Full voice in discussion, no vote	Equal decision-making power with adult participants	Sole decision making power

might be covered in one course, or several sessions might be spent on each subject with different students signing up for different sessions. This might be a project of the social studies department.

Youth-Operated Study Groups. To which a student in trouble might be assigned for help in reading, in how to get along with teachers, in how to take tests, in what to do when others try to get one in trouble. Counselors, teachers, social workers, teachers available to each group as resource persons.

IN THE CLASSROOM

Many emerging educational practices—simulation techniques, programmed instruction, behavioral modification techniques—have the joint virtues of introducing relevant materials in organized, sequential fashion and of providing for new and additional relationships of students to teacher and students to each other.

Some of these relationships include:

Teacher is still a subject-matter authority, but not the primary source of information. Instead, teacher serves as the facilitator of learning, the resource person in charge of the total learning environment.

Traditional evaluation practices are not centrally located in the learning situation. May be used at intervals or more relevant-to-the situation practices may be substituted.

Students are placed in realistic situations where they have to cooperate with one another so that the group accomplishes its goal, or where an individual competes with his own previous achievement.

Programmed Instruction. Each student works at his own pace, and in some of the better programs, along his own path through the program. Each student is required to make an active response at each step and can compare his response with those provided to check its appropriateness. Mistakes and correction of mistakes are private. Success is built into the program and reinforced through repetitive cycling of content. Grades on unit tests allow teacher to check individual progress at intervals.

Paired Learning. Students in class are paired, usually on basis of similar grades or sex. Pairs study together, do assignments together, take tests together and receive the same grade, though one partner may enter a dissenting opinion on a test.

Behavioral Modification Techniques. Desired classroom behaviors specified, for example: concentrates solely on reading assignment for 15 minutes, answers 90% of unit test items correctly, can divide correctly three digit numbers into four digit numbers 90% of the time. Students work on activities or material to develop specified behaviors. System of external rewards established and students are rewarded appropriately as they progressively achieve performance levels specified.

Reading Laboratories and similarly-structured materials provide for individual differences in skills and approaches to learning. Students set their own pace and their own work level, can learn how to analyze areas of weakness and strength and utilize the materials in relation to their own analysis.

Simulation Techniques and Games. Groups of students encounter conceptual learning within realistic problem-solving situations. Games are scored according to realistic

criteria. Many users of games have reported high student motivation and involvement; more relaxed atmosphere between students and teacher; increased skills in decision-making, communication, persuasion, influence-resisting; and transfer of information in a realistic setting.

Intended only as illustrative, the following descriptions indicate the focus and subject matter of games.

Source of Game Designer	Title	Description
Interact P.O. Box 262 Lakeside, California 92040	Panic	Divided into economic pressure groups of 1920-1940 in different regions of the United States, students have their grades directly influenced by their ability and by fate (that is, the Great Depression). Students study the prosperity of the 1920's. The simulation culminates in mock Congressional committees and a mock Congress trying to solve the economic crisis.
	Division	Divided into four factions supporting Lincoln, Douglas, Breckinridge, and Bell, students study 14 issues dividing Americans during the 1850's. The simulation culminates in two days when factions pressure and bargain, during the election of 1860.
	Disunia	Divided into 13 states on a new planet in 2087, students struggle with problems Americans became entangled in during the period of the Articles of Confederation, 1781-1789. The simulation culminates in a constitutional convention.

Sunshine

Students are "born" by pulling race identity tags from a hat at the beginning of the simulation. Students wear their identities (tags which are either white, tan, brown, or black and which show education, job, income, and street address). The classroom is divided into Sunshine, a mythical city with six neighborhoods with varying degrees of segration and integration in housing and schooling. Studying the history of the Negro from slavery to the present, students research ways of solving current racial problems. Pressure cards force students to propose solutions to their city council, elected from fellow class members.

Consumer

Academic Games Associates,
Center for Study of Social
Organization of Schools,
Johns Hopkins University
Baltimore, Maryland 21218

A model of the consumer buying process involving players in the problems and economics of installment buying. Credit agents compete to make lending transactions.

Democracy
(Legislature)

A composite of games which simulate the legislative process. Players act as the representatives, giving speeches and bargaining with other players. The object is to pass those issues which are most important to their constituents and thereby get re-elected.

Economic System	A simulation of the inter-relationship of a competitive economic system. Mine owners, manufacturers, workers and farmers market, produce and consume goods while trying to make a profit and maintain a high standard of living.
Life Career	A simulation of certain features of the "labor market," the "education market" and the "marriage market," as they now operate in the U.S. and as projections indicate they will operate in the future.
Community Response (Disaster)	A simulation of a community hit by a localized natural disaster, each player tries to dispel his anxiety for family members who may be within the stricken area, while at the same time tries to operate his community post which is vital to the community.
Parent-Child	Simulates the relationship between a parent and an adolescent in respect to five issues. Competition within the families to develop strategies.

Abt Associates Inc.
55 Wheeler Street
Cambridge,
Massachusetts 02138

Pollution

Designed to teach elementary school students about economic, technological, and political aspects of air and water pollution control. The first part of the game is a brief simulation of the generation of water and air pollution. The second phase of the game is a simulation of a town meeting in which the players meet to decide on a method of controlling pollution.

Kolkhoz

A game about the collective farm economy in the Soviet Union. Students role play the Kolkhoz manager, peasant families, and the State banker/representative of the Gosplan. Developed for the Board of Cooperative Educational Services (BOCES), Northern Westchester County, and sponsored by the Innovation Program of the New York State Education Department.

Seal Hunting

Designed by Abt Associates Inc. and adapted by the Education Development Center. A social studies game in which children experiment with hunting and sharing strategies with an unpredictable food supply.

Caribou Hunting	Designed by Abt Associates Inc. and adapted by the Education Development Center. A social studies game in which children explore the relationship of technology and social organization in a culture.
Empire	A board game for junior high school students, EMPIRE was designed by Abt Associates Inc. and revised by the Education Development Center. Illustrates mercantile competition between American colonies and England in the 1730's. Seven teams of players bargain over prices, buy and sell goods, and move ships across the Atlantic. For information, contact the Education Development Center, Cambridge, Mass.
Potlatch Game	Illustrates an important institution in the social and economic life of the Kwakiutl Indians of the Pacific Northwest. The game is part of the unit "Studying Societies" developed for the ninth and tenth grade by the Anthropology Curriculum Study Project of the American Anthropological Association.

	Raid	Designed to teach disadvantaged groups of students the problems and possible solutions to the crime problems of the city. Players are divided among a police team, with resources of men and weapons, a racketeer team, with resources of men and weapons, and teams representing city blocks, with resources of men and money.
	Grand Strategy	A game of international relations and diplomacy in a crisis wartime situation. The time period covers five years from 1914 to 1918, and players represent European nations. Their objective is to achieve their nation's political aim at minimum costs.
Science Research Associates 259 East Erie Street Chicago, Illinois 60611	Inter-Nation Simulation	This is a simulation of international relations, including the interrelationship of domestic and foreign policy. Science Research Associates will publish a series of five simulation decision making exercises during 1969. They are written to supplement social science courses relating to American Government. A Student Handbook and Teachers Manual will be avail-

able for each exercise. The Teachers Manual includes the directions, scoring, and interpretation needed to run the simulation, and a complete copy of the Student Handbook. The titles are:

Leonard Stitelman and William D. Coplin, *The Constitutional Convention: A Decision Making Exercise*, Chicago: Science Research Associates

Presidential Campaigning: A Decision Making Exercise

The Federal Budget and Interest Groups: A Decision Making Exercise

The Congressman At Work: A Decision Making Exercise

Congressional Committees: A Decision Making Exercise

High School Geography Project
P.O. Box 1095
Boulder, Colorado
80302

Farming — An agricultural investment game staged in three different periods of U.S. history.

Metfab — Simulates some factors involved in locating a factory. A part of a provisional unit on "Manufacturing."

Sectior — Simulates conflicts of interest in a political area.

Project Simile
Western Behavioral
Institute Sciences
1121 Torrey Pines
LaJolla, California
92037

Crisis	A simulation of an international crisis over a mining area of vast importance.
Napoli	A simulation of the legislative process and its interrelationship with parties.
Plans	Interest groups try to use influence and produce change in American society.

See particularly:

Simulation Games for the Social Studies Classroom, *New York: The Foreign Policy Association. 1968. An excellent resource.*

Simulation Games in Learning. *Boocock, Sarane S. and Schild, E. O., ed., Beverly Hills: Sage Publications, Inc. 1968.*

As suggested in the Introduction, this overview of roles and relationships might help deal with the very pressing, very real problems faced by educators. Even if there were no delinquents, disinterested, or "turned-off" young people, it is our feeling that schools must and can become more relevant places than they are now. Young people who are "making it" in the system that exists, when that system is irrelevant, disinterested or ineffective, have not been done an educational service. New Roles is built on the assumption that all youth, regardless of social or economic status and regardless of ethnic or racial factors, must be given the opportunity to become involved in an education that is real and immediate.

There are many good practices, programs and people. They need to be joined by many, many more.